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ABSTRACT

This document presents guidelines for what every K-12 Louisiana student should know and be able to do as a result of studying the four core strands of the social sciences: geography, civics, economics, and history. Following introductory and explanatory information, the document is organized by strand. Each section begins with a focus paragraph that explains the strand's importance to the overall education of students. A standard statement gives a general description of the knowledge acquisition expectations. Specific benchmarks in each content area comprised by the strand are listed for grades K-4, 5-8, and 9-12. Charts, a glossary, references, and acknowledgements are included. (MM)

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ED 430 871

LOUISIANA SOCIAL STUDIES CONTENT STANDARDS

STATE STANDARDS FOR CURRICULUM DEVELOPMENT

05/22/97

SO 030 577

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INTRODUCTION

Preparation for the office of citizen is the crucial purpose of American education, according to Thomas Jefferson. The vitality of American constitutional democracy depends on competent citizens. Full literacy for the 21st century demands a challenging education with adequate attention to all academic disciplines. Effective social studies education reinforces the democratic principles and ideals of citizenship. A solid base of social studies knowledge and skills develops civic competence by focusing on rights, responsibilities, and respect.

The Louisiana framework for social studies rests on the foundation of four core disciplines, or strands, from the social sciences: geography, civics, economics, and history. Each of these disciplines offers a distinct perspective for examining the world. Other social sciences, such as anthropology and sociology, are incorporated within these strands.

In this document, each of the strand titles names a traditional field of scholarly study, with a phrase explaining the underlying themes. For each strand, a focus paragraph explains the discipline's importance to the overall education of the students. A standard statement then gives a general description of what students should know and be able to do as a result of the study of that strand. Following each standard, specific benchmarks are listed for Grades K-4, 5-8, and 9-12. For organizational purposes, these benchmarks are categorized according to appropriate content standards.

This document is intended to be used as a blueprint for local curricular decisions. The rigorous framework promotes local flexibility in curricular design, course sequence, assessment methods, and instructional strategies. The social studies curriculum should expand students' thinking across the boundaries of separate academic subjects. A reasonable balance between breadth of content and depth of inquiry must be achieved.

Through mastery of the key concepts and process skills outlined in this document, students will become accomplished problem solvers and informed decision makers. They will be able to assume their places in the economic work force as effective producers and consumers. Civic competence for Louisiana's citizens will be achieved with the implementation of these rigorous and challenging content standards.

LOUISIANA CONTENT STANDARDS
FOUNDATION SKILLS

The Louisiana Content Standards Task Force has developed the following foundation skills which should apply to all students in all disciplines.

1. **Communication: A process by which information is exchanged and a concept of "meaning" is being created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, writing, speaking, listening, viewing, and visually representing.**

2. **Problem Solving: The identifying of an obstacle or challenge and the application of knowledge and thinking processes which include reasoning, decision making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.**

3. **Resource Access and Utilization: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video material, word processors, computers, interactive devices, telecommunication, and other emerging technologies.**

4. **Linking and Generating Knowledge: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. Transfer refers to the ability to apply a strategy or content knowledge effectively in a setting or context other than that in which it was originally learned. Elaboration refers to monitoring, adjusting, and expanding strategies into other contexts.**

5. **Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one's choices and actions and understanding their impact on oneself and others; knowing one's civil, constitutional, and statutory rights; and mentoring others to be productive citizens and lifelong learners.**

NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.

INFORMATION LITERACY MODEL FOR LIFELONG LEARNING

Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy -- the ability to recognize an information need and then locate, evaluate, and effectively use the needed information -- is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resource of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learners is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. **<u>Defining/Focusing</u>: The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.**

2. **<u>Selecting Tools and Resources</u>: After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.**

3. **<u>Extracting and Recording</u>: Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, "chunking" reading, finding main ideas, and taking notes.**

4. **<u>Processing Information</u>: After recording information, students must examine and evaluate the data in order to utilize the information retrieved. Students must interact with the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.**

5. **Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.**

6. **Presenting Findings: Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyperstack).**

7. **Evaluating Efforts: Throughout the information problem solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and also other qualified or interested resource persons.**

LOUISIANA SOCIAL STUDIES STRANDS

GEOGRAPHY: Physical and Cultural Systems

A. The World in Spatial Terms
B. Places and Regions
C. Physical and Human Systems
D. Environment and Society

CIVICS: Citizenship and Government

A. Structure and Purposes of Government
B. Foundations of the American Political System
C. International Relationships
D. Roles of the Citizen

ECONOMICS: Interdependence and Decision Making

A. Fundamental Economic Concepts
B. Individuals, Households, Businesses, and Governments
C. The Economy as a Whole

HISTORY: Time, Continuity, and Change

Grades K-4

A. Historical Thinking Skills
B. Families and Communities
C. Louisiana and United States History
D. World History

Grades 5-8

A. Historical Thinking Skills
B. United States History
C. World History
D. Louisiana History

Grades 9-12

A. Historical Thinking Skills
B. United States History
C. World History

Note: Grade clusters are listed under the History strand to identify the specific categories emphasized at each

level.

LOUISIANA SOCIAL STUDIES CONTENT STANDARDS

GEOGRAPHY: Physical and Cultural Systems

Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

CIVICS: Citizenship and Government

Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.

ECONOMICS: Interdependence and Decision Making

Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

HISTORY: Time, Continuity, and Change

Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

GEOGRAPHY: Physical and Cultural Systems

FOCUS

Geography, the study of the spatial aspects of human existence, enables students to find answers to questions about the world around them. A geographically informed person sees, understands, and appreciates the connections among people, places, and environments. Understanding these connections requires an acute awareness of space, which can be identified in terms of location, distance, direction, pattern, shape, and arrangement. With a strong grasp of geography, students will be prepared to understand issues and solve problems in the contemporary world. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

STANDARD

Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

A. The World in Spatial Terms

G-1A-E1 identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images;
(1, 3, 4)

G-1A-E2 locating and interpreting geographic features and places on maps and globes;
(1, 2, 3, 4)

G-1A-E3 constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems;
(1, 3, 4)

B. Places and Regions

G-1B-E1 describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate;
(1, 3, 4)

G-1B-E2 identifying and describing the human characteristics of places, including population distributions and culture;
(1, 3, 4)

G-1B-E3 describing how the physical and human characteristics of places change over time;
(1, 3, 4)

G-1B-E4 defining and differentiating regions by using physical characteristics, such as climate and land forms, and by using human characteristics, such as economic activity and language;
(1, 3, 4)

C. Physical and Human Systems

G-1C-E1 describing how physical processes help to shape features and patterns on Earth's surface;
(1, 3, 4)

G-1C-E2 describing and comparing the types of settlement and patterns of land use in local communities, the United States, and world regions;
(1, 2, 3, 4)

G-1C-E3 describing and explaining the characteristics, distribution, and migration of human populations;
(1, 3, 4)

G-1C-E4 identifying and comparing the cultural characteristics of different regions and people;
(1, 2, 3, 4)

G-1C-E5 locating and explaining the spatial distribution of economic activities;
(1, 3, 4)

G-1C-E6 identifying and describing types of territorial units, such as parishes or counties, states, and countries;
(1, 3, 4, 5)

D. Environment and Society

G-1D-E1 identifying and explaining ways in which people depend upon and modify the physical environment;
(1, 2, 3, 4)

G-1D-E2 describing how humans adapt to variations in the physical environment;
(1, 2, 3, 4)

G-1D-E3 describing the locations, causes, and effects of natural disasters on the environment and society;
(1, 2, 3, 4)

G-1D-E4 describing the use, distribution, and importance of natural resources.
(1, 2, 3, 4, 5)

BENCHMARKS 5-8

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

A. The World in Spatial Terms

G-1A-M1 identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies;
(1, 2, 3, 4)

G-1A-M2 interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns;
(1, 2, 3, 4)

G-1A-M3 organizing and displaying information about the location of geographic features and places by using mental mapping skills;
(1, 2, 3, 4)

B. Places and Regions

G-1B-M1 explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns;
(1, 2, 3, 4)

G-1B-M2 identifying and describing significant physical features that have influenced historical events;
(1, 2, 3, 4)

G-1B-M3 identifying criteria used to define regions and explaining how and why regions change;
(1, 2, 3, 4)

G-1B-M4 describing and explaining how personal interests, culture, and technology affect people's perceptions and uses of places and regions;
(1, 2, 3, 4)

C. Physical and Human Systems

G-1C-M1 predicting and explaining how physical features help to shape patterns and arrangements in the physical environment;
(1, 2, 3, 4)

G-1C-M2 identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region;
(1, 2, 3, 4)

G-1C-M3 describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization;
(1, 2, 3, 4)

G-1C-M4 analyzing types, patterns, and effects of human migration over time;
(1, 2, 3, 4)

G-1C-M5 **tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects;**
(1, 3, 4)

G-1C-M6 **comparing historical and contemporary patterns of economic interdependence;**
(1, 2, 3, 4) .

G-1C-M7 **explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface;**
(1, 2, 4)

D. Environment and Society

G-1D-M1 **analyzing and evaluating the effects of human actions upon the physical environment;**
(1, 2, 3, 4, 5)

G-1D-M2 **explaining and giving examples of how characteristics of different physical environments affect human activities;**
(1, 2, 3, 4, 5)

G-1D-M3 **analyzing the worldwide distribution and utilization of natural resources;**
(1, 2, 3, 4, 5)

G-1D-M4 **identifying problems that relate to contemporary geographic issues and researching possible solutions.**
(1, 2, 3, 4, 5)

BENCHMARKS 9-12

As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

A. The World in Spatial Terms

G-1A-H1 **using geographic representations, tools, and technologies to explain, analyze, and solve geographic problems;**

(1, 2, 3, 4)

G-1A-H2 organizing geographic information and answering complex questions by formulating mental maps of places and regions;
(1, 2, 3, 4)

B. Places and Regions

G-1B-H1 determining how location and social, cultural, and economic processes affect the features and significance of places;
(1, 2, 3, 4)

G-1B-H2 analyzing the ways in which physical and human characteristics of places and regions have affected historic events;
(1, 2, 3, 4)

G-1B-H3 analyzing the various ways in which physical and human regions are structured and interconnected;
(1, 2, 3, 4)

G-1B-H4 explaining and evaluating the importance of places and regions to cultural identity;
(1, 2, 3, 4, 5)

C. Physical and Human Systems

G-1C-H1 analyzing the ways in which Earth's dynamic and interactive physical processes affect different regions of the world;
(1, 2, 3, 4)

G-1C-H2 determining the economic, political, and social factors that contribute to human migration and settlement patterns and evaluating their impact on physical and human systems;
(1, 2, 3, 4)

G-1C-H3 analyzing trends in world population numbers and patterns and predicting their consequences;
(1, 2, 3, 4)

G-1C-H4 **analyzing the characteristics, distribution, and interrelationships of the world's cultures;**
(1, 2, 3, 4, 5)

G-1C-H5 **describing and evaluating spatial distribution of economic systems and how economic systems affect regions;**
(1, 3)

G-1C-H6 **analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth;**
(1, 2, 3, 4, 5)

D. Environment and Society

G-1D-H1 **describing and evaluating the ways in which technology has expanded the human capability to modify the physical environment;**
(1, 2, 3, 4, 5)

G-1D-H2 **examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges;**
(1, 2, 3, 4, 5)

G-1D-H3 **analyzing the relationship between natural resources and the exploration, colonization, settlement, and uses of land in different regions of the world;**
(1, 2, 3, 4, 5)

G-1D-H4 **evaluating policies and programs related to the use of natural resources;**
(1, 2, 3, 4, 5)

G-1D-H5 **developing plans to solve local and regional geographic problems related to contemporary issues.**
(1, 2, 3, 4, 5)

CIVICS: Citizenship and Government

FOCUS

In order for citizens to exercise their rights and fulfill their responsibilities as members of a self-governing society, they must acquire the knowledge and skills necessary for informed, responsible participation in political life. A commitment to the fundamental principles of American constitutional democracy is essential to its preservation and progression. Because a democratic society must rely on the knowledge, skills, and virtues of its citizens, the study of civics is central to the purpose of American education. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

STANDARD

Students develop an understanding of the structure and purposes of government, the foundations of the American democratic system, and the role of the United States in the world, while learning about the rights and responsibilities of citizenship.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

A. Structure and Purposes of Government

C-1A-E1 describing government in terms of the people and groups who make, apply, and enforce rules and laws in the home, school, community, and nation; (1, 3, 4, 5)

C-1A-E2 explaining the necessity and basic purposes of government; (1, 5)

C-1A-E3 comparing limited governments to unlimited governments; (1, 3)

C-1A-E4 identifying and describing some of the major responsibilities of local, state, and national governments;
(1, 3, 5)

C-1A-E5 identifying key members of government at the local, state, and national levels and describing their powers and the limits on their powers;
(1, 3, 5)

C-1A-E6 explaining how officials in government acquire the authority to exercise political power;
(1, 5)

C-1A-E7 explaining the purposes and importance of rules and laws;
(1, 2, 3, 5)

B. Foundations of the American Political System

C-1B-E1 identifying basic principles of American constitutional democracy and explaining how the constitutions of the United States and Louisiana reflect these principles;
(1, 3, 4, 5)

C-1B-E2 discussing the importance of citizens' sharing and supporting the principles of American constitutional democracy;
(1, 3, 4, 5)

C. International Relationships

C-1C-E1 explaining that the world is divided into different nations and describing the major ways that these nations interact;
(1, 3, 4, 5)

D. Roles of the Citizen

C-1D-E1 explaining the meaning of citizenship and the means by which individuals become citizens of the United States;
(1, 3, 5)

C- 1D-E2 describing the rights and responsibilities of citizenship in a democratic society;
(1, 5)

C-1D-E3 identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy;
(1, 4, 5)

C-1D-E4 describing the many ways that citizens can participate in and contribute to their communities and to American society;
(1, 2, 4, 5)

C-1D-E5 discussing issues related to citizenship and public service.
(1, 3, 5)

BENCHMARKS 5-8

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

A. Structure and Purposes of Government

C-1A-M1 explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve;
(1, 2, 4, 5)

C-1A-M2 describing the essential characteristics of various systems of government;
(1, 3, 4, 5)

C-1A-M3 explaining how the powers of the government are distributed, shared, and limited by the United States and Louisiana constitutions;
(1, 3, 5)

C-1A-M4 explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution;
(1, 3, 5)

C-1A-M5 describing the organization and major responsibilities of local, state, and national governments;
(1, 3, 5)

C-1A-M6 identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers;
(1, 3, 5)

C-1A-M7 explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws;
(1, 2, 3, 4, 5)

C-1A-M8 explaining how public policy is formed, debated, and carried out at local, state, and national levels;
(1, 3, 4, 5)

C-1A-M9 explaining the necessity of taxes and describing the purposes for which tax revenues are used;
(1, 3, 4, 5)

C-1A-M10 identifying and evaluating different types of taxes;
(1, 3, 4, 5)

B. Foundations of the American Political System

C-1B-M1 explaining the essential ideas and historical origins of American constitutional government;
(1, 4, 5)

C-1B-M2 identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture;
(1, 3, 4, 5)

C-1B-M3 explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents;
(1, 3, 4, 5)

C-1B-M4 analyzing the ways in which political and social conflict can be peacefully resolved;
(1, 2, 4, 5)

C-1B-M5 analyzing democratic processes used to institute change;
(1, 2, 5)

C-1B-M6 analyzing the importance of political parties, campaigns, and elections in the American political system;
(1, 2, 3, 4, 5)

C. International Relationships

C-1C-M1 describing how the world is organized politically and explaining the means by which nation-states interact;
(1, 3, 4)

C-1C-M2 explaining the formation, implementation, and impact of United States foreign policy;
(1, 3, 5)

C-1C-M3 identifying types of foreign policy issues, using current and historical examples;
(1, 2, 3, 4, 5)

D. Roles of the Citizen

C-1D-M1 explaining the meaning of citizenship and the requirements for citizenship and naturalization in the United States;
(1, 5)

C-1D-M2 identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society;
(1, 4, 5)

C-1D-M3 discussing issues involving the rights and responsibilities of individuals in American society;
(1, 2, 4, 5)

C-1D-M4 describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels;
(1, 2, 3, 4, 5)

C-1D-M5 communicating the importance of knowledge to competent and responsible political participation and leadership.
(1, 4, 5)

BENCHMARKS 9-12

As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

A. Structure and Purposes of Government

C-1A-H1 analyzing the necessity and purposes of politics and government and identifying examples of programs that fit within those purposes;
(1, 2, 4, 5)

C-1A-H2 **comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each;**
(1, 2, 3, 4, 5)

C-1A-H3 **explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system;**
(1, 2, 4, 5)

C-1A-H4 **explaining the organization and functions of local, state, and national governments and evaluating their relationships;**
(1, 2, 3, 4, 5)

C-1A-H5 **evaluating the role and importance of law in the American political system and applying criteria to evaluate laws;**
(1, 2, 3, 4, 5)

C-1A-H6 **examining the major responsibilities of the national government for domestic and foreign policy;**
(1, 3, 4, 5)

C-1A-H7 **explaining how government is financed through taxation;**
(1, 3, 4, 5)

B. Foundations of the American Political System

C-1B-H1 **analyzing the central ideas and historical origins of American constitutional government and evaluating how this form of government has helped to shape American society;**
(1, 2, 3, 4, 5)

C-1B-H2 **explaining basic democratic beliefs and principles of constitutional democracy in American society and applying them to the analysis of issues of conflicting beliefs and principles;**
(1, 2, 3, 4, 5)

C-1B-H3 **analyzing the nature of American political and social conflict;**
(1, 2, 3, 4, 5)

C-1B-H4 evaluating issues related to the differences between American ideals and the realities of American social and political life;
(1, 2, 4, 5)

C-1B-H5 evaluating the roles of political parties, campaigns, and elections in American politics;
(1, 2, 3, 4, 5)

C-1B-H6 analyzing the historical and contemporary roles of associations and groups in local, state, and national politics;
(1, 2, 3, 4, 5)

C. International Relationships

C-1C-H1 analyzing how the world is organized politically and evaluating how the interaction of political entities, such as nation-states and international organizations, affects the United States;
(1, 2, 3, 4, 5)

C-1C-H2 analyzing the major foreign policy positions of the United States and evaluating their consequences;
(1, 2, 3, 4, 5)

C-1C-H3 evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments on the United States.
(1, 2, 3, 4, 5)

D. Roles of the Citizen

C-1D-H1 evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens;
(1, 2, 3, 4, 5)

C-1D-H2 evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy;
(1, 2, 3, 4, 5)

C-1D-H3 **explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy;**
(1, 2, 4, 5)

C-1D-H4 **analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy.**
(1, 2, 4, 5)

ECONOMICS: Interdependence and Decision Making

FOCUS

Effective economic education in our schools is the key to preparing young people for economic decisions in their personal lives and as citizens in a democratic society. An economically literate work force is critical to the well-being of our state and nation. Students need to understand and apply basic economic concepts in order to make reasoned judgments in a complex and changing world. With economic knowledge and decision-making skills, students will be ready to live and work productively in the 21st century. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

STANDARD

Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

A. Fundamental Economic Concepts

E-1A-E1 recognizing that limited resources require people to make decisions; (1, 2, 4)

E-1A-E2 identifying what is gained and lost when individuals or groups make decisions; (1, 3, 4, 5)

E-1A-E3 demonstrating how economic wants affect decisions about using goods and services; (1, 2, 4)

E-1A-E4 discussing and determining the process for making economic decisions; (1, 2, 3, 4, 5)

E-1A-E5 explaining the relationships among producers and consumers;
(1, 4)

E-1A-E6 describing how natural resources, human resources, and capital (human-made) resources have been used and are combined in the production of goods and services;
(1, 3, 4)

E-1A-E7 describing how specialization affects productivity and contributes to the need for interdependence among producers and consumers;
(1, 4)

E-1A-E8 determining how the development of skills and knowledge relates to career opportunity and economic well-being;
(1, 4, 5)

E-1A-E9 identifying different methods for the distribution of goods and services, including the concept of markets;
(1, 4, 5)

E-1A-E10 identifying some of the economic institutions, such as households and banks, that make up the economy;
(1, 4)

E-1A-E11 explaining and demonstrating why people participate in voluntary exchanges and how money helps in the process;
(1, 2, 4, 5)

B. Individuals, Households, Businesses, and Governments

E-1B-E1 describing how prices are determined by the interactions of buyers and sellers;
(1, 3, 4)

E-1B-E2 explaining how the changes in prices affect incentives to produce, consume, and save;
(1, 3, 4)

E-1B-E3 **identifying and explaining economic concepts, such as profit as an incentive for people to take economic risk;**
(1, 2, 4)

E-1B-E4 **explaining why some goods and services are provided by the government through taxing, charging user fees, and borrowing;**
(1, 3, 4, 5)

E-1B-E5 **identifying the major goods and services produced in the local community and state.**
(1, 3, 5)

BENCHMARKS 5-8

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

A. Fundamental Economic Concepts

E-1A-M1 describing how the scarcity of resources necessitates decision making at both personal and societal levels;
(1, 2, 4, 5)

E-1A-M2 analyzing consequences of economic decisions in terms of additional benefits and additional costs;
(1, 2, 4)

E-1A-M3 analyzing the consequences and opportunity cost of economic decisions;
(1, 2, 3, 4)

E-1A-M4 analyzing the role of specialization in the economic process;
(1, 2, 4)

E-1A-M5 giving examples of how skills and knowledge increase productivity and career opportunities;
(1, 3, 4, 5)

E-1A-M6 describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems;
(1, 3, 4)

E-1A-M7 describing the various institutions, such as business firms and government agencies, that make up economic systems;
(1, 4)

E-1A-M8 differentiating among various forms of exchange and money;
(1, 3, 4)

E-1A-M9 using economic concepts to help explain historic and contemporary events and developments;
(1, 2, 3, 4)

B. Individuals, Households, Businesses, and Governments

E-1B-M1 explaining the role of supply and demand in a competitive market system;
(1, 3, 4)

E-1B-M2 explaining the factors that affect the production and distribution of goods and services;
(1, 4)

E-1B-M3 explaining the difference between private and public goods and services;
(1, 4, 5)

E-1B-M4 identifying the costs and benefits of government policies on competitive markets;
(1, 3, 4, 5)

E-1B-M5 identifying different types of taxes and user fees and predicting their consequences;
(1, 3, 4, 5)

E-1B-M6 determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results;
(1, 4)

E-1B-M7 describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies;
(1, 3, 4, 5)

C. The Economy as a Whole

E-1C-M1 explaining the meaning of economic indicators that help to describe economies;
(1, 3)

E-1C-M2 **describing the influences of inflation, unemployment, and underemployment on different groups of people.**
(1, 4, 5)

BENCHMARKS 9-12

As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

A. Fundamental Economic Concepts

E-1A-H1 **analyzing the impact of the scarcity of productive resources and examining the choices and opportunity cost that result;**
(1, 2, 3, 4, 5)

E-1A-H2 **analyzing the roles that production, distribution, and consumption play in economic decisions;**
(1, 2, 3, 4)

E-1A-H3 **applying the skills and knowledge necessary in making decisions about career options;**
(2, 3, 4, 5)

E-1A-H4 **comparing and evaluating economic systems;**
(1, 2, 3, 4)

E-1A-H5 **explaining the basic features of market structures and exchanges;**
(1, 3, 4)

E-1A-H6 **analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems;**
(1, 2, 4)

E-1A-H7 **analyzing the roles of money and banking in an economic system;**
(1, 2, 3, 4)

E-1A-H8 applying economic concepts to understand and evaluate historical and contemporary issues;
(1, 2, 3, 4)

B. Individuals, Households, Businesses, and Governments

E-1B-H1 identifying factors that cause changes in supply and demand;
(1, 2, 3, 4)

E-1B-H2 analyzing how changes in supply and demand, price, incentives, and profit influence production and distribution in a competitive market system;
(1, 2, 4)

E-1B-H3 analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy;
(1, 2, 3, 4, 5)

E-1B-H4 analyzing the causes and consequences of worldwide economic interdependence;
(1, 2, 3, 4)

E-1B-H5 evaluating the effects of domestic policies on international trade;
(1, 2, 3, 4)

E-1B-H6 analyzing Louisiana's role in the national and world economies;
(1, 2, 3, 4, 5)

C. The Economy as a Whole

E-1C-H1 explaining the meanings of such economic indicators as GDP, per capita GDP, real GDP, CPI, and unemployment rate;
(1, 3, 4)

E-1C-H2 explaining how interest rates, investments, and inflation/deflation impact the economy;
(1, 3, 4)

E-1C-H3 analyzing the causes and consequences of unemployment, underemployment, and income distribution in a market economy;

(1, 2, 3, 4)

E-1C-H4 explaining the basic concepts of United States fiscal policy, monetary policy, and regulations and describing their effects on the economy.
(1, 3, 4)

HISTORY: Time, Continuity, and Change

FOCUS

History, the written record of the past, examines the forces of change and continuity that have influenced the human experience over time. In our participatory democracy, that knowledge must be shared by all. Americans need to understand the relationships between past and present, the major trends in the historic and contemporary worlds, and key historical turning points. The study of the great sweep of history explains the past so that citizens can understand the present and look toward the future. The standards and benchmarks contained in this strand should be applied throughout the social studies curriculum.

STANDARD

Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

BENCHMARKS K-4

In Grades K-4, what students know and are able to do includes:

A. Historical Thinking Skills

H-1A-E1 demonstrating an understanding of the concepts of time and chronology;
(1, 3, 4)

H-1A-E2 recognizing that people in different times and places view the world differently;
(1, 3, 4)

H-1A-E3 identifying and using primary and secondary historical sources to learn about the past;

(1, 3, 4)

B. Families and Communities

H-1B-E1 describing and comparing family life in the present and the past;
(1, 2, 3, 4)

H-1B-E2 relating the history of the local community and comparing it to other communities of long ago;
(1, 2, 3, 4)

C. Louisiana and United States History

H-1C-E1 describing the people, events, and ideas that were significant to the growth and development of our state and nation;
(1, 3, 4)

H-1C-E2 identifying the development of democratic principles and discussing how these principles have been exemplified by historic figures, events, and symbols;
(1, 3, 4, 5)

H-1C-E3 describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history;
(1, 3, 4)

H-1C-E4 recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage;
(1, 3, 4)

D. World History

H-1D-E1 identifying the characteristics and historical development of selected societies throughout the world;
(1, 3, 4)

H-1D-E2 describing the social and economic impact of major scientific and technological advancements;

(1, 3, 4)

H-1D-E3 discussing the impact of significant contributions made by historic figures from different regions of the world.
(1, 3, 4)

Notes about the history benchmarks for grades 5-12

- The history benchmarks for Grades 5-12 are arranged chronologically in historical eras for clarity.
- If a benchmark covers content in more than one historical era, the benchmark will be listed only in the earliest of the chronological eras being covered.
- Benchmarks for Grades 5-8 detail United States history to 1877 and world history to 1450. Benchmarks for Grades 9-12 provide detailed emphasis on United States history from 1877 and world history from 1450 to the present.
- The intent is to allow for mastery of needed content without detailed repetition and major omissions. Students should master the benchmarks through emphasis at the indicated levels, with introduction and review of the entire historical survey included.
- Whenever appropriate, the content of the benchmarks should be made relevant by relating them to state and local history and current events.
- The traditional terms, B.C. and A.D., are used to help clarify the historical eras in the world history benchmarks. If preferred, the terms BCE (before the Common Era) and CE (in the Common Era) may be substituted.

BENCHMARKS 5-8

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

A. Historical Thinking Skills

H-1A-M1 describing chronological relationships and patterns;
(1, 3, 4)

H-1A-M2 demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred;
(1, 2, 3, 4)

H-1A-M3 analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history;
(1, 2, 3, 4)

H-1A-M4 analyzing historical data using primary and secondary sources;
(1, 2, 3, 4)

H-1A-M5 identifying issues and problems from the past and evaluating alternative courses of action;
(1, 2, 3, 4)

H-1A-M6 conducting research in efforts to answer historical questions;
(1, 2, 3, 4)

B. United States History

Era 1: Three Worlds Meet (Beginnings to 1620)

H-1B-M1 identifying and describing characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450;
(1, 3, 4)

H-1B-M2 explaining the cultural, ecological, and economic results of early European exploration and colonization;
(1, 3, 4)

Era 2: Colonization and Settlement (1565-1763)

H-1B-M3 describing the interactions among Native Americans, early Europeans, and Africans in the Americas;

(1, 3, 4)

H-1B-M4 tracing the emergence of religious freedom and changing political institutions in the English colonies;
(1, 3, 4)

H-1B-M5 analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas;
(1, 2, 3, 4)

Era 3: Revolution and the New Nation (1754-1820s)

H-1B-M6 explaining the causes and course of the American Revolution and the reasons for the American victory;
(1, 3, 4)

H-1B-M7 explaining the impact of the American Revolution on the politics, society, and economy of the new nation;
(1, 3, 4)

H-1B-M8 relating the institutions and practices of government established during and after the American Revolution to the foundation of the American political system;
(1, 3, 4)

Era 4: Expansion and Reform (1801-1861)

H-1B-M9 describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers;
(1, 3, 4, 5)

H-1B-M10 analyzing the changes and regional tensions created by Jacksonian democracy, the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement;
(1, 2, 3, 4)

H-1B-M11 explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society;
(1, 2, 3, 4, 5)

Era 5: Civil War and Reconstruction (1850-1877)

H-1B-M12 describing the causes and course of the Civil War and examining the impact of the war on the American people;
(1, 3, 4)

H-1B-M13 comparing and evaluating various reconstruction plans of the post-Civil War era;
(1, 2, 3, 4)

Era 6: The Development of the Industrial United States (1870-1900)

H-1B-M14 describing the impact of industrialization in the United States;
(1, 3, 4)

Era 7: The Emergence of Modern America (1890-1930)

H-1B-M15 describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century;
(1, 3, 4)

H-1B-M16 identifying the causes and consequences of major world conflicts involving the United States;
(1, 3, 4)

Era 8: The Great Depression and World War II (1929-1945)

H-1B-M17 describing the impact of the Great Depression and World War II on American society;
(1, 3, 4)

Era 9: Contemporary United States (1945 to the Present)

H-1B-M18 discussing significant developments and issues in contemporary United States history;
(1, 2, 3, 4, 5)

C. World History

Era 1: The Beginnings of Society

H-1C-M1 describing the earliest human communities;
(1, 3, 4)

H-1C-M2 explaining the emergence of agricultural societies around the world;
(1, 3, 4)

Era 2: The Rise of Early Civilizations (4000-1000 B.C.)

H-1C-M3 identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley;
(1, 3, 4)

H-1C-M4 tracing the development and expansion of agricultural societies and the emergence of new states;
(1, 3, 4)

H-1C-M5 analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia;
(1, 2, 3, 4)

Era 3: Classical Traditions, Major Religions, and Giant Empires (1000 B.C. - A.D. 300)

H-1C-M6 discussing and giving examples of technological and cultural innovation and change;
(1, 3, 4)

H-1C-M7 describing the classical civilizations and examining their interactions and influences;
(1, 3, 4)

H-1C-M8 describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India;
(1, 3, 4)

Era 4: Expanding Zones of Exchange and Encounter (A.D. 300-1000)

H-1C-M9 **tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa;**
(1, 3, 4)

H-1C-M10 **analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas;**
(1, 2, 3, 4)

Era 5: Intensified Hemispheric Interactions (A.D. 1000-1500)

H-1C-M11 **analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa;**
(1, 2, 3, 4)

H-1C-M12 **explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe;**
(1, 3, 4)

H-1C-M13 **describing the development and expansion of complex societies and empires in the Americas;**
(1, 3, 4)

Era 6: Emergence of the First Global Age (1450-1770)

H-1C-M14 **explaining the political, cultural, and economic developments and trends of major world regions that resulted in the transformation of societies in the 15th through the mid-18th centuries;**
(1, 3, 4)

Era 7: An Age of Revolutions (1750-1914)

H-1C-M15 **determining and discussing the impact of the political, agricultural, and industrial revolutions on societies around the world;**
(1, 3, 4)

H-1C-M16 describing the transformation of world societies that occurred during an era of global trade and Western domination;
(1, 3, 4)

Era 8: A Half-Century of Crisis and Achievement (1900-1945)

H-1C-M17 identifying the causes and worldwide consequences of major 20th century conflicts;
(1, 3, 4)

Era 9: The 20th Century Since 1945 (1945 to the Present)

H-1C-M18 identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world;
(1, 3, 4, 5)

D. Louisiana History

H-1D-M1 describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana;
(1, 3, 4)

H-1D-M2 tracing the development of the various governments that have been established in Louisiana throughout its history;
(1, 3, 4, 5)

H-1D-M3 identifying and discussing the major conflicts in Louisiana's past;
(1, 2, 3, 4)

H-1D-M4 locating and describing Louisiana's geographic features and examining their impact on people past and present;
(1, 3, 4)

H-1D-M5 tracing the development and growth of Louisiana's economy throughout history;
(1, 3, 4)

H-1D-M6 **examining folklore and describing how cultural elements have shaped our state and local heritage.**
(1, 3, 4)

BENCHMARKS 9-12

As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

A. Historical Thinking Skills

H-1A-H1 **applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity;**
(1, 2, 3, 4)

H-1A-H2 **explaining and analyzing events, ideas, and issues within a historical context;**
(1, 2, 3, 4)

H-1A-H3 **interpreting and evaluating the historical evidence presented in primary and secondary sources;**
(1, 2, 3, 4)

H-1A-H4 **utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues;**
(1, 2, 3, 4, 5)

H-1A-H5 **conducting research in efforts to analyze historical questions and issues;**
(1, 2, 3, 4)

H-1A-H6 **analyzing cause-effect relationships;**
(1, 2, 3, 4)

B. United States History

Era 1: Three Worlds Meet (Beginnings to 1620)

H-1B-H1 **analyzing the significant changes that resulted from interactions among the peoples of Europe, Africa, and the Americas;**
(1, 2, 3, 4)

Era 2: Colonization and Settlement (1565-1763)

H-1B-H2 **summarizing the process by which the United States was colonized and later became an independent nation;**
(1, 4)

Era 3: Revolution and the New Nation (1754-1820s)

H-1B-H3 **analyzing the development of the American constitutional system;**
(1, 2, 3, 4)

Era 4: Expansion and Reform (1801-1861)

H-1B-H4 **tracing territorial expansion and reform movements in the United States;**
(1, 3, 4)

Era 5: Civil War and Reconstruction (1850-1877)

H-1B-H5 **analyzing the origins, major events, and effects of the Civil War and Reconstruction;**
(1, 2, 3, 4)

Era 6: The Development of the Industrial United States (1870-1900)

H-1B-H6 **analyzing the development of industrialization and examining its impact on American society;**
(1, 2, 3, 4)

H-1B-H7 describing the immigration and internal migration patterns that have occurred in the history of the United States and examining the cultural and social changes that have resulted;
(1, 2, 3, 4)

Era 7: The Emergence of Modern America (1890-1930)

H-1B-H8 evaluating the significance of the Progressive Movement;
(1, 2, 3, 4)

H-1B-H9 analyzing the rise of the labor and agrarian movements;
(1, 2, 3, 4)

H-1B-H10 explaining the changing role of the United States in world affairs through World War I;
(1, 3, 4)

H-1B-H11 analyzing the significant changes that evolved in the United States between World War I and the Great Depression;
(1, 2, 3, 4)

Era 8: The Great Depression and World War II (1929-1945)

H-1B-H12 analyzing the causes, developments, and effects of the Great Depression and the New Deal;
(1, 2, 3, 4)

H-1B-H13 analyzing the origins, course, and results of World War II;
(1, 2, 3, 4)

Era 9: Contemporary United States (1945 to the Present)

H-1B-H14 examining and summarizing key developments and issues in foreign and domestic policies during the Cold War era;
(1, 2, 3, 4)

H-1B-H15 analyzing the economic, political, social, and cultural transformation of the United States since World War II;

(1, 2, 3, 4, 5)

H-1B-H16 explaining the major changes that have resulted as the United States has moved from an industrial to an information society;
(1, 3, 4)

H-1B-H17 analyzing developments and issues in contemporary American society;
(1, 2, 3, 4, 5)

H-1B-H18 discussing and demonstrating an understanding of recent developments in foreign and domestic policies;
(1, 2, 3, 4, 5)

C. World History

Era 1: The Beginnings of Society

H-1C-H1 analyzing the development of early human communities and civilizations;
(1, 2, 3, 4)

Era 2: The Rise of Early Civilizations (4000-1000 B.C.)

H-1C-H2 making generalizations about the cultural legacies of both the ancient river and the classical civilizations;
(1, 3, 4)

Era 3: Classical Traditions, Major Religions, and Giant Empire (1000 B.C.-A.D. 300)

H-1C-H3 analyzing the origins, central ideas, and worldwide impact of major religious and philosophical traditions;
(1, 2, 3, 4)

Era 4: Expanding Zones of Exchange and Encounter (A.D. 300-1000)

H-1C-H4 summarizing the developments and contributions of civilizations that flourished in Europe, Asia, Africa, and the Americas;
(1, 3, 4)

Era 5: Intensified Hemispheric Interactions (A.D. 1000-1500)

H-1C-H5 analyzing the consequences of the economic and cultural interchange that increasingly developed among the peoples of Europe, Asia, and Africa;
(1, 2, 3, 4)

Era 6: Emergence of the First Global Age (1450-1770)

H-1C-H6 analyzing the impact of transoceanic linking of all major regions of the world;
(1, 2, 3, 4)

H-1C-H7 analyzing the political, cultural, and economic developments and trends that resulted in the transformation of major world regions;
(1, 2, 3, 4)

H-1C-H8 explaining how the emergence of territorial empires in Europe, Asia, and Africa unified large areas politically, economically, and culturally;
(1, 3, 4)

H-1C-H9 tracing the expansion of European power and economic influence in the world and examining the impact of this expansion on societies in Asia and the Americas;
(1, 3, 4)

Era 7: An Age of Revolutions (1750-1914)

H-1C-H10 analyzing the impact that political revolutions and new ideologies had on societies around the world;
(1, 2, 3, 4)

H-1C-H11 evaluating the economic, political, and social consequences of the agricultural and industrial revolutions on world societies;
(1, 2, 3, 4)

H-1C-H12 analyzing the patterns of worldwide change that emerged during the era of Western military and economic domination;
(1, 2, 3, 4)

Era 8: A Half-Century of Crisis and Achievement (1900-1945)

H-1C-H13 **analyzing the causes and international consequences of World War I, the rise and actions of totalitarian systems, World War II, and other early 20th century conflicts;**
(1, 2, 3, 4)

Era 9: The 20th Century Since 1945 (1945 to the Present)

H-1C-H14 **analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II;**
(1, 2, 3, 4)

H-1C-H15 **explaining the worldwide significance of major political, economic, social, cultural, and technological developments and trends.**
(1, 2, 3, 4, 5)

GEOGRAPHY: Physical and Cultural Systems

A. THE WORLD IN SPATIAL TERMS

K-4	5-8	9-12
G-1A-E1 identifying and describing the characteristics and uses of geographic representations, such as various types of maps, globes, graphs, diagrams, photographs, and satellite-produced images; (1, 3, 4)	G-1A-M1 identifying and describing the characteristics, functions, and applications of various types of maps and other geographic representations, tools, and technologies; (1, 2, 3, 4) G-1A-M2 interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns; (1, 2, 3, 4)	G-1A-H1 using geographic representations, tools, and technologies to explain, analyze, and solve geographic problems; (1, 2, 3, 4)
G-1A-E2 locating and interpreting geographic features and places on maps and globes; (1, 2, 3, 4) G-1A-E3 constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems; (1, 3, 4)	G-1A-M3 organizing and displaying information about the location of geographic features and places by using mental mapping skills; (1, 2, 3, 4)	G-1A-H2 organizing geographic information and answering complex questions by formulating mental maps of places and regions; (1, 2, 3, 4)

GEOGRAPHY: Physical and Cultural Systems

B. PLACES AND REGIONS

K-4	5-8	9-12
G-1B-E1 describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate; (1, 3, 4) G-1B-E2 identifying and describing the human characteristics of places, including population distributions and culture; (1, 3, 4)	G-1B-M1 explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns; (1, 2, 3, 4)	G-1B-H1 determining how location and social, cultural, and economic processes affect the features and significance of places; (1, 2, 3, 4)
G-1B-E3 describing how the physical and human characteristics of places change over time; (1, 3, 4)	G-1B-M2 identifying and describing significant physical features that have influenced historical events; (1, 2, 3, 4)	G-1B-H2 analyzing the ways in which physical and human characteristics of places and regions have affected historic events; (1, 2, 3, 4)
G-1B-E4 defining and differentiating regions by using physical characteristics, such as climate and land forms, and by using human characteristics, such as economic activity and language; (1, 3, 4)	G-1B-M3 identifying criteria used to define regions and explaining how and why regions change; (1, 2, 3, 4)	G-1B-H3 analyzing the various ways in which physical and human regions are structured and interconnected; (1, 2, 3, 4)

K-4	5-8	9-12
	G-1B-M4 **describing and explaining how personal interests, culture, and technology affect people's perceptions and uses of places and regions;** **(1, 2, 3, 4)**	**G-1B-H4** **explaining and evaluating the importance of places and regions to cultural identity;** **(1, 2, 3, 4, 5)**

GEOGRAPHY: Physical and Cultural Systems

C. PHYSICAL AND HUMAN SYSTEMS

K-4	5-8	9-12
G-1C-E1 describing how physical processes help to shape features and patterns on Earth's surface; (1, 3, 4)	G-1C-M1 predicting and explaining how physical features help to shape patterns and arrangements in the physical environment; (1, 2, 3, 4)	G-1C-H1 analyzing the ways in which Earth's dynamic and interactive physical processes affect different regions of the world; (1, 2, 3, 4)
G-1C-E2 describing and comparing the types of settlement and patterns of land use in local communities, the United States, and world regions; (1, 2, 3, 4)	G-1C-M2 identifying key demographic concepts and using these concepts to analyze the population characteristics of a country or region; (1, 2, 3, 4) G-1C-M3 describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization; (1, 2, 3, 4)	G-1C-H2 determining the economic, political, and social factors that contribute to human migration and settlement patterns and evaluating their impact on physical and human systems; (1, 2, 3, 4)
G-1C-E3 describing and explaining the characteristics, distribution, and migration of human population; (1, 3, 4)	G-1C-M4 analyzing types, patterns, and effects of human migration over time; (1, 2, 3, 4)	G-1C-H3 analyzing trends in world population numbers and patterns and predicting their consequences; (1, 2, 3, 4)
G-1C-E4 identifying and comparing the cultural characteristics of different regions and people; (1, 2, 3, 4)	G-1C-M5 tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects; (1, 3, 4)	G-1C-H4 analyzing the characteristics, distribution, and interrelationships of the world's cultures; (1, 2, 3, 4, 5)
G-1C-E5 locating and explaining the spatial distribution of economic activities; (1, 3, 4)	G-1C-M6 comparing historical and contemporary patterns of economic interdependence; (1, 2, 3, 4)	G-1C-H5 describing and evaluating spatial distribution of economic systems and how economic systems affect regions; (1, 3)

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K-4	5-8	9-12
G-1C-E6 identifying and describing types of territorial units, such as parishes or counties, states, and countries; (1, 3, 4, 5)	G-1C-M7 explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface; (1, 2, 4)	G-1C-H6 analyzing how cooperation, conflict, and self-interests impact social, political, and economic entities on Earth; (1, 2, 3, 4, 5)

GEOGRAPHY: Physical and Cultural Systems

D. ENVIRONMENT AND SOCIETY

K-4	5-8	9-12
G-1D-E1 identifying and explaining ways in which people depend upon and modify the physical environment; (1, 2, 3, 4)	G-1D-M1 analyzing and evaluating the effects of human actions upon the physical environment; (1, 2, 3, 4, 5)	G-1D-H1 describing and evaluating the ways in which technology has expanded the human capability to modify the physical environment; (1, 2, 3, 4, 5)
G-1D-E2 describing how humans adapt to variations in the physical environment; (1, 2, 3, 4) G-1D-E3 describing the locations, causes, and effects impact of natural disasters on the environment and society; (1, 2, 3, 4)	G-1D-M2 explaining and giving examples of how characteristics of different physical environments affect human activities; (1, 2, 3, 4, 5)	G-1D-H2 examining the challenges placed on human systems by the physical environment and formulating strategies to deal with these challenges; (1, 2, 3, 4, 5)

K-4	5-8	9-12
G-1D-E4 describing the use, distribution, and importance of natural resources. (1, 2, 3, 4, 5)	G-1D-M3 analyzing the worldwide distribution and utilization of natural resources; (1, 2, 3, 4, 5)	G-1D-H3 analyzing the relationship between natural resources and the exploration, colonization, settlement, and uses of land of different regions of the world; (1, 2, 3, 4, 5) G-1D-H4 evaluating policies and programs related to the use of natural resources; (1, 2, 3, 4, 5)
	G-1D-M4 identifying problems that relate to contemporary geographic issues and researching possible solutions. (1, 2, 3, 4, 5)	G-1D-H5 developing plans to solve local and regional geographic problems related to contemporary issues. (1, 2, 3, 4, 5)

CIVICS: Citizenship and Government

A. STRUCTURE AND PURPOSES OF GOVERNMENT

K-4	5-8	9-12
C-1A-E1 describing government in terms of the people and groups who make, apply, and enforce rules and laws in the home, school, community, and nation; (1, 3, 4, 5) C-1A-E2 explaining the necessity and basic purposes of government; (1, 5)	C-1A-M1 explaining major ideas about why governments are necessary and evaluating competing positions on the purposes government should serve; (1, 2, 4, 5)	C-1A-H1 analyzing the necessity and purposes of politics and government and identifying examples of programs that fit within those purposes; (1, 2, 4, 5)
C-1A-E3 comparing limited governments to unlimited governments; (1, 3)	C-1A-M2 describing the essential characteristics of various systems of government; (1, 3, 4, 5)	C-1A-H2 comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each; (1, 2, 3, 4, 5)
	C-1A-M3 explaining how the powers of the government established are distributed, shared, and limited by the United States and Louisiana constitutions; (1, 3, 5) C-1A-M4 explaining the purposes of state constitutions and describing the relationship of state constitutions to the federal constitution; (1, 3, 5)	C-1A-H3 explaining and evaluating issues related to the distribution of powers and responsibilities within the federal system; (1, 2, 4, 5)
C-1A-E4 identifying and describing some of the major responsibilities of local, state, and national governments; (1, 3, 5)	C-1A-M5 describing the organization and major responsibilities of local, state, and national governments; (1, 3, 5)	C-1A-H4 explaining the organization and functions of local, state, and national governments and evaluating their relationships; (1, 2, 3, 4, 5)

K-4	5-8	9-12
C-1A-E5 identifying key members of government at the local, state, and national levels and describing their powers and the limits on their powers; (1, 3, 5) C-1A-E6 explaining how officials in government acquire the authority to exercise political power; (1, 5)	C-1A-M6 identifying government leaders and representatives at the local, state, and national levels and explaining their powers and the limits on their powers; (1, 3, 5)	
C-1A-E7 explaining the purposes and importance of rules and laws; (1, 2, 3, 5)	C-1A-M7 explaining the importance of law in the American constitutional system and applying criteria to evaluate rules and laws; (1, 2, 3, 4, 5)	C-1A-H5 evaluating the role and importance of law in the American political system and applying criteria to evaluate laws; (1, 2, 3, 4, 5)
	C-1A-M8 explaining how public policy is formed, debated, and carried out at local, state, and national levels; (1, 3, 4, 5) C-1A-M9 explaining the necessity of taxes and describing the purposes for which tax revenues are used; (1, 3, 4, 5) C-1A-M10 identifying and evaluating different types of taxes; (1, 3, 4, 5)	C-1A-H6 examining the major responsibilities of the national government for domestic and foreign policy; (1, 3, 4, 5) C-1A-H7 explaining how government is financed through taxation; (1, 3, 4, 5)

CIVICS: Citizenship and Government

B. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

K-4	5-8	9-12
	C-1B-M1 explaining the essential ideas and historical origins of American constitutional government; (1, 4, 5) C-1B-M2 identifying and describing the historical experiences and the geographic, social, and economic factors that have helped to shape American political culture; (1, 3, 4, 5)	C-1B-H1 analyzing the central ideas and historical origins of American constitutional government and evaluating how this form of government has helped to shape American society; (1, 2, 3, 4, 5)
C-1B-E1 identifying basic principles of American constitutional democracy and explaining how the constitutions of the United States and Louisiana reflect these principles; (1, 3, 4, 5) C-1B-E2 discussing the importance of citizens' sharing and supporting the principles of American constitutional democracy; (1, 3, 4, 5)	C-1B-M3 explaining the meaning and importance of basic principles of American constitutional democracy as reflected in core documents; (1, 3, 4, 5)	C-1B-H2 explaining basic democratic beliefs and principles of constitutional democracy in American society and applying them to the analysis of issues of conflicting beliefs and principles; (1, 2, 3, 4, 5)
	C-1B-M4 analyzing the ways in which political and social conflict can be peacefully resolved; (1, 2, 4, 5)	C-1B-H3 analyzing the nature of American political and social conflict; (1, 2, 3, 4, 5)

K-4	5-8	9-12
	C-1B-M5 **analyzing democratic processes used to institute change;** **(1, 2, 5)**	**C-1B-H4** **evaluating issues related to the differences between American ideals and the realities of American social and political life;** **(1, 2, 4, 5)**
	C-1B-M6 **analyzing the importance of political parties, campaigns, and elections in the American political system;** **(1, 2, 3, 4, 5)**	**C-1B-H5** **evaluating the roles of political parties, campaigns, and elections in American politics;** **(1, 2, 3, 4, 5)**
		C-1B-H6 **analyzing the historical and contemporary roles of associations and groups in local, state, and national politics;** **(1, 2, 3, 4, 5)**

CIVICS: Citizenship and Government

C. INTERNATIONAL RELATIONSHIPS

K-4	5-8	9-12
C-1C-E1 explaining that the world is divided into different nations and describing the major ways that these nations interact; (1, 3, 4, 5)	C-1C-M1 describing how the world is organized politically and explaining the means by which nation-states interact; (1, 3, 4)	C-1C-H1 analyzing how the world is organized politically and evaluating how the interaction of political entities, such as nation-states and international organizations, affects the United States; (1, 2, 3, 4, 5)
	C-1C-M2 explaining the formation, implementation, and impact of United States foreign policy; (1, 3, 5) C-1C-M3 identifying types of foreign policy issues, using current and historical examples; (1, 2, 3, 4, 5)	C-1C-H2 analyzing the major foreign policy positions of the United States and evaluating their consequences; (1, 2, 3, 4, 5)
		C-1C-H3 evaluating the impact of American ideas and actions on the world and analyzing the effects of significant international developments on the United States; (1, 2, 3, 4, 5)

CIVICS: Citizenship and Government

D. ROLES OF THE CITIZEN

K-4	5-8	9-12
C-1D-E1 explaining the meaning of citizenship and the means by which individuals become citizens of the United States; (1, 3, 5)	C-1D-M1 explaining the meaning of citizenship and the requirements for citizenship and naturalization in the United States; (1, 5)	
C-1D-E2 describing the rights and responsibilities of citizenship in a democratic society; (1, 5)	C-1D-M2 identifying the rights and responsibilities of citizens and explaining their importance to the individual and to society; (1, 4, 5) C-1D-M3 discussing issues involving the rights and responsibilities of individuals in American society; (1, 2, 4, 5)	C-1D-H1 evaluating and defending positions on issues regarding the personal, political, and economic rights of citizens; (1, 2, 3, 4, 5) C-1D-H2 evaluating and defending positions regarding the personal and civic responsibilities of citizens in American constitutional democracy; (1, 2, 3, 4, 5)
C-1D-E3 identifying and discussing civic traits that are important to the preservation and improvement of American constitutional democracy; (1, 4, 5)		
C-1D-E4 describing the many ways that citizens can participate in and contribute to their communities and to American society; (1, 2, 4, 5)	C-1D-M4 describing the many ways by which citizens can organize, monitor, and help to shape politics and government at local, state, and national levels; (1, 2, 3, 4, 5)	C-1D-H3 explaining and evaluating the various forms of political participation that citizens can use to monitor and shape the formation and implementation of public policy; (1, 2, 4, 5)
C-1D-E5 discussing issues related to citizenship and public service; (1, 3, 5)	C-1D-M5 communicating the importance of knowledge to competent and responsible political participation and leadership. (1, 4, 5)	C-1D-H4 analyzing and evaluating the importance of political leadership, public service, and a knowledgeable citizenry to American constitutional democracy. (1, 2, 4, 5)

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ECONOMICS: Interdependence and Decision Making

A. FUNDAMENTAL ECONOMIC CONCEPTS

K-4	5-8	9-12
E-1A-E1 recognizing that limited resources require people to make decisions; (1, 2, 4) E-1A-E2 identifying what is gained and lost when individuals or groups make decisions; (1, 3, 4, 5) E-1A-E3 demonstrating how economic wants affect decisions about using goods and services; (1, 2, 4) E-1A-E4 discussing and determining the process for making economic decisions; (1, 2, 3, 4, 5)	E-1A-M1 describing how the scarcity of resources necessitates decision making at both personal and societal levels; (1, 2, 4, 5) E-1A-M2 analyzing consequences of economic decisions in terms of additional benefits and additional costs; (1, 2, 4) E-1A-M3 analyzing the consequences and opportunity cost of economic decisions; (1, 2, 3, 4)	E-1A-H1 analyzing the impact of the scarcity of productive resources and examining the choices and opportunity cost that result; (1, 2, 3, 4, 5)
E-1A-E5 explaining the relationships among producers and consumers; (1, 4) E-1A-E6 describing how natural resources, human resources, and capital (human-made) resources have been used and are combined in the production of goods and services; (1, 3, 4) E-1A-E7 describing how specialization affects productivity and contributes to the need for interdependence among producers and consumers; (1, 4)	E-1A-M4 analyzing the role of specialization in the economic process; (1, 2, 4)	E-1A-H2 analyzing the roles that production, distribution, and consumption play in economic decisions; (1, 2, 3, 4)

K-4	5-8	9-12
E-1A-E8 determining how the development of skills and knowledge relates to career opportunity and economic well-being; (1, 4, 5)	**E-1A-M5** giving examples of how skills and knowledge increase productivity and career opportunities; (1, 3, 4, 5)	**E-1A-H3** applying the skills and knowledge necessary in making decisions about career options; (2, 3, 4, 5)
E-1A-E9 identifying different methods for the distribution of goods and services, including the concept of markets; (1, 4, 5)	**E-1A-M6** describing the essential differences in the production and allocation of goods and services in traditional, command, and market systems; (1, 3, 4)	**E-1A-H4** comparing and evaluating economic systems; (1, 2, 3, 4) **E-1A-H5** explaining the basic features of market structures and exchanges; (1, 3, 4)
E-1A-E10 identifying some of the economic institutions, such as households and banks, that make up the economy; (1, 4)	**E-1A-M7** describing the various institutions, such as business firms and government agencies, that make up economic systems; (1, 4)	**E-1A-H6** analyzing the roles of economic institutions, such as corporations and labor unions, that compose economic systems; (1, 2, 4)
E-1A-E11 explaining and demonstrating why people participate in voluntary exchanges and how money helps in the process; (1, 2, 4, 5)	**E-1A-M8** differentiating among various forms of exchange and money; (1, 3, 4)	**E-1A-H7** analyzing the roles of money and banking in an economic system; (1, 2, 3, 4)
	E-1A-M9 using economic concepts to help explain historic and contemporary events and developments; (1, 2, 3, 4)	**E-1A-H8** applying economic concepts to understand and evaluate historical and contemporary issues; (1, 2, 3, 4)

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ECONOMICS: Interdependence and Decision Making

B. INDIVIDUALS, HOUSEHOLDS, BUSINESSES, AND GOVERNMENTS

K-4	5-8	9-12
E-1B-E1 describing how prices are determined by the interactions of buyers and sellers; (1, 3, 4) **E-1B-E2** explaining how the changes in prices affect incentives to produce, consume, and save; (1, 3, 4) **E-1B-E3** identifying and explaining economic concepts, such as profit, as an incentive for people to take economic risk; (1, 2, 4)	**E-1B-M1** explaining the role of supply and demand in a competitive market system; (1, 3, 4) **E-1B-M2** explaining the factors that affect the production and distribution of goods and services; (1, 4)	**E-1B-H1** identifying factors that cause changes in supply and demand; (1, 2, 3, 4) **E-1B-H2** analyzing how changes in supply and demand, price, incentives, and profit influence production and distribution in a competitive market system; (1, 2, 4)
E-1B-E4 explaining why some goods and services are provided by the government through taxing, charging user fees, and borrowing; (1, 3, 4, 5)	**E-1B-M3** explaining the difference between private and public goods and services; (1, 4, 5)	
	E-1B-M4 identifying the costs and benefits of government policies on competitive markets; (1, 3, 4, 5) **E-1B-M5** identifying different types of taxes and user fees and predicting their consequences; (1, 3, 4, 5)	**E-1B-H3** analyzing the impact of governmental taxation, spending, and regulation on different groups in a market economy; (1, 2, 3, 4, 5)

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K-4	5-8	9-12
	E-1B-M6 **determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results;** **(1, 4)**	**E-1B-H4** **analyzing the causes and consequences of worldwide economic interdependence;** **(1, 2, 3, 4)** **E-1B-H5** **evaluating the effects of domestic policies on international trade;** **(1, 2, 3, 4)**
E-1B-E5 **identifying the major goods and services produced in the local community and state.** **(1, 3, 5)**	**E-1B-M7** **describing historical and economic factors that have contributed to the development and growth of the national, state, and local economies;** **(1, 3, 4, 5)**	**E-1B-H6** **analyzing Louisiana's role in the national and world economies;** **(1, 2, 3, 4, 5)**

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ECONOMICS: Interdependence and Decision Making

C. THE ECONOMY AS A WHOLE

K-4	5-8	9-12
	E-1C-M1 **explaining the meaning of economic indicators that help to describe economies;** **(1, 3)**	**E-1C-H1** **explaining the meanings of such economic indicators as GDP, per capita GDP, real GDP, CPI, and unemployment rate;** **(1, 3, 4)** **E-1C-H2** **explaining how interest rates, investments, and inflation/deflation, impact the economy;** **(1, 3, 4)**
	E-1C-M2 **describing the influences of inflation, unemployment, and underemployment on different groups of people.** **(1, 4, 5)**	**E-1C-H3** **analyzing the causes and consequences of unemployment, underemployment, and income distribution in a market economy;** **(1, 2, 3, 4)**
		E-1C-H4 **explaining the basic concepts of United States fiscal policy, monetary policy, and regulations and describing their effects on the economy.** **(1, 3, 4)**

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HISTORY: Time, Continuity, and Change

A. HISTORICAL THINKING SKILLS

K-4	5-8	9-12
H-1A-E1 demonstrating an understanding of the concepts of time and chronology; (1, 3, 4)	H-1A-M1 describing chronological relationships and patterns; (1, 3, 4)	H-1A-H1 applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity; (1, 2, 3, 4)
H-1A-E2 recognizing that people in different times and places view the world differently; (1, 3, 4)	H-1A-M2 demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred; (1, 2, 3, 4) H-1A-M3 analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history; (1, 2, 3, 4)	H-1A-H2 explaining and analyzing events, ideas, and issues within a historical context; (1, 2, 3, 4)
H-1A-E3 identifying and using primary and secondary historical sources to learn about the past; (1, 3, 4)	H-1A-M4 analyzing historical data using primary and secondary sources; (1, 2, 3, 4)	H-1A-H3 interpreting and evaluating the historical evidence presented in primary and secondary sources; (1, 2, 3, 4)

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K-4	5-8	9-12
	H-1A-M5 **identifying issues and problems from the past and evaluating alternative courses of action;** **(1, 2, 3, 4)**	**H-1A-H4** **utilizing knowledge of facts and concepts drawn from history and methods of historical inquiry to analyze historical and contemporary issues;** **(1, 2, 3, 4, 5)**
	H-1A-M6 **conducting research in efforts to answer historical questions;** **(1, 2, 3, 4)**	**H-1A-H5** **conducting research in efforts to analyze historical questions and issues;** **(1, 2, 3, 4)** **H-1A-H6** **analyzing cause-effect relationships;** **(1, 2, 3, 4)**

HISTORY: Time, Continuity, and Change

BENCHMARKS K-4

B. FAMILIES AND COMMUNITIES

	K-4
H-1B-E1	describing and comparing family life in the present and the past; (1, 2, 3, 4)
H-1B-E2	relating the history of the local community and comparing it to other communities of long ago. (1, 2, 3, 4)

C. LOUISIANA AND UNITED STATES HISTORY

	K-4
H-1C-E1	describing the people, events, and ideas that were significant to the growth and development of our state and nation; (1, 3, 4)
H-1C-E2	identifying the development of democratic principles and discussing how these principles have been exemplified by historic figures, events, and symbols; (1, 3, 4, 5)
H-1C-E3	describing the causes and nature of various movements of large groups of people into and within Louisiana and the United States throughout history; (1, 3, 4)
H-1C-E4	recognizing how folklore and other cultural elements have contributed to our local, state, and national heritage. (1, 3, 4)

D. WORLD HISTORY

K-4	
H-1D-E1	identifying the characteristics and historical development of selected societies throughout the world; (1, 3, 4)
H-1D-E2	describing the social and economic impact of major scientific and technological advancements; (1, 3, 4)
H-1D-E3	discussing the impact of significant contributions made by historic figures from different regions of the world. (1, 3, 4)

HISTORY: Time, Continuity, and Change

BENCHMARKS 5-8 AND 9-12

B. UNITED STATES HISTORY

ERAS	5-8	9-12
ERA 1: THREE WORLDS MEET (BEGINNINGS TO 1620)	H-1B-M1 identifying and describing characteristics of societies in the Americas, Western Europe and Western Africa that increasingly interacted after 1450; (1, 3, 4) H-1B-M2 explaining the cultural, ecological, and economic results of early European exploration and colonization; (1, 3, 4)	H-1B-H1 analyzing the significant changes that resulted from interactions among the peoples of Europe, Africa, and the Americas; (1, 2, 3, 4)
ERA 2: COLONIZATION AND SETTLEMENT (1565-1763)	H-1B-M3 describing the interactions among Native Americans, early Europeans, and Africans in the Americas; (1, 3, 4) H-1B-M4 tracing the emergence of religious freedom and changing political institutions in the English colonies; (1, 3, 4) H-1B-M5 analyzing the impact of European cultural, political, and economic ideas and institutions on life in the Americas; (1, 2, 3, 4)	H-1B-H2 summarizing the process by which the United States was colonized and later became an independent nation; (1, 4)

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ERAS	5-8	9-12
ERA 3: **REVOLUTION AND THE NEW NATION** **(1754-1820s)**	**H-1B-M6** **explaining the causes and course of the American Revolution and the reasons for the American victory;** **(1, 3, 4)** **H-1B-M7** **explaining the impact of the American Revolution on the politics, society, and economy of the new nation;** **(1, 3, 4)** **H-1B-M8** **relating the institutions and practices of government established during and after the American Revolution to the foundation of the American political system;** **(1, 3, 4)**	**H-1B-H3** **analyzing the development of the American constitutional system;** **(1, 2, 3, 4)**
ERA 4: **EXPANSION AND REFORM** **(1801-1861)**	**H-1B-M9** **describing the territorial expansion of the United States and analyzing the effects on relations with Native Americans and external powers.** **(1, 3, 4, 5)** **H-1B-M10** **analyzing the changes and regional tensions created by Jacksonian democracy, the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement;** **(1, 2, 3, 4)** **H-1B-M11** **explaining and giving examples of the reform movements that occurred during the antebellum period and evaluating their impact on American society;** **(1, 2, 3, 4, 5)**	**H-1B-H4** **tracing territorial expansion and reform movements in the United States;** **(1, 3, 4)**

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ERAS	5-8	9-12
ERA 5: **CIVIL WAR AND RECONSTRUCTION** **(1850-1877)**	**H-1B-M12** **describing the causes and course of the Civil War and examining the impact of the war on the American people;** **(1, 3, 4)** **H-1B-M13** **comparing and evaluating various reconstruction plans of the post-Civil War era;** **(1, 2, 3, 4)**	**H-1B-H5** **analyzing the origins, major events, and effects of the Civil War and Reconstruction;** **(1, 2, 3, 4)**
ERA 6: **THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES** **(1870-1900)**	**H-1B-M14** **describing the impact of industrialization in the United States;** **(1, 3, 4)**	**H-1B-H6** **analyzing the development of industrialization and examining its impact on American society;** **(1, 2, 3, 4)** **H-1B-H7** **describing the immigration and internal migration patterns that have occurred in the history of the United States and examining the cultural and social changes that have resulted;** **(1, 2, 3, 4)**
ERA 7: **THE EMERGENCE OF MODERN AMERICA** **(1890-1930)**	**H-1B-M15** **describing the significant economic, political, social, and cultural changes that have occurred in the United States during the 20th century;** **(1, 3, 4)** **H-1B-M16** **identifying the causes and consequences of major world conflicts involving the United States;** **(1, 3, 4)**	**H-1B-H8** **evaluating the significance of the Progressive Movement;** **(1, 2, 3, 4)** **H-1B-H9** **analyzing the rise of the labor and agrarian movements;** **(1, 2, 3, 4)** **H-1B-H10** **explaining the changing role of the United States in world affairs through World War I;** **(1, 3, 4)** **H-1B-H11** **analyzing the significant changes that evolved in the United States between World War I and the Great Depression;** **(1, 2, 3, 4)**

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ERAS	5-8	9-12
ERA 8: **THE GREAT DEPRESSION AND WORLD WAR II** **(1929-1945)**	**H-1B-M17** **describing the impact of the Great Depression and World War II on American society;** **(1, 3, 4)**	**H-1B-H12** **analyzing the causes, developments, and effects of the Great Depression and the New Deal;** **(1, 2, 3, 4)** **H-1B-H13** **analyzing the origins, course, and results of World War II;** **(1, 2, 3, 4)**
ERA 9: **CONTEMPORARY UNITED STATES (1945 TO THE PRESENT)**	**H-1B-M18** **discussing significant developments and issues in contemporary United States history;** **(1, 2, 3, 4, 5)**	**H-1B-H14** **examining and summarizing key developments and issues in foreign and domestic policies during the Cold War era;** **(1, 2, 3, 4)** **H-1B-H15** **analyzing the economic, political, social, and cultural transformation of the United States since World War II;** **(1, 2, 3, 4, 5)** **H-1B-H16** **explaining the major changes that have resulted as the United States has moved from an industrial to an information society;** **(1, 3, 4)** **H-1B-H17** **analyzing developments and issues in contemporary American society;** **(1, 2, 3, 4, 5)** **H-1B-H18** **discussing and demonstrating an understanding of recent developments in foreign and domestic policies.** **(1, 2, 3, 4, 5)**

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HISTORY: Time, Continuity, and Change

BENCHMARKS 5-8 AND 9-12

C. WORLD HISTORY

ERAS	5-8	9-12
ERA 1: THE BEGINNINGS OF SOCIETY	H-1C-M1 describing the earliest human communities; (1, 3, 4) H-1C-M2 explaining the emergence of agricultural societies around the world; (1, 3, 4)	H-1C-H1 analyzing the development of early human communities and civilizations; (1, 2, 3, 4)
ERA 2: THE RISE OF EARLY CIVILIZATIONS (4000-1000 B.C.)	H-1C-M3 identifying the major characteristics of early civilizations in Mesopotamia, Egypt, and the Indus valley; (1, 3, 4) H-1C-M4 tracing the development and expansion of agricultural societies and the emergence of new states; (1, 3, 4) H-1C-M5 analyzing the political, social, and cultural consequences of population movements and militarization in Europe and Asia; (1, 2, 3, 4)	H-1C-H2 making generalizations about the cultural legacies of both the ancient river and the classical civilizations; (1, 3, 4)

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ERAS	5-8	9-12
ERA 3: **CLASSICAL TRADITIONS, MAJOR RELIGIONS, AND GIANT EMPIRES** **(1000 B.C.-A.D. 300)**	**H-1C-M6** **discussing and giving examples of technological and cultural innovation and change;** **(1, 3, 4)** **H-1C-M7** **describing the classical civilizations and examining their interactions and influences;** **(1, 3, 4)** **H-1C-M8** **describing and comparing the emergence of major religions and large-scale empires in the Mediterranean basin, China, and India;** **(1, 3, 4)**	**H-1C-H3** **analyzing the origins, central ideas, and worldwide impact of major religious and philosophical traditions;** **(1, 2, 3, 4)**

ERAS	5-8	9-12
ERA 4: **EXPANDING ZONES OF EXCHANGE AND ENCOUNTER** **(A.D. 300-1000)**	**H-1C-M9** **tracing the expansion of major religions and cultural traditions and examining the impact on civilizations in Europe, Asia, and Africa;** **(1, 3, 4)** **H-1C-M10** **analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas;** **(1, 2, 3, 4)**	**H-1C-H4** **summarizing the developments and contributions of civilizations that flourished in Europe, Asia, Africa, and the Americas;** **(1, 3, 4)**

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ERAS	5-8	9-12
ERA 5: **INTENSIFIED HEMISPHERIC INTERACTIONS** **(A.D. 1000-1500)**	**H-1C-M11** **analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa;** **(1, 2, 3, 4)** **H-1C-M12** **explaining the developments and events that led to the political, social, cultural, and economic transformation of Europe;** **(1, 3, 4)** **H-1C-M13** **describing the development and expansion of complex societies and empires in the Americas;** **(1, 3, 4)**	**H-1C-H5** **analyzing the consequences of the economic and cultural interchange that increasingly developed among the peoples of Europe, Asia, and Africa;** **(1, 2, 3, 4)**

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ERAS	5-8	9-12
ERA 6: **EMERGENCE OF THE FIRST GLOBAL AGE** **(1450-1770)**	**H-1C-M14** **explaining the political, cultural, and economic developments and trends of major world regions that resulted in the transformation of societies in the fifteenth through the mid-eighteenth centuries;** **(1, 3, 4)**	**H-1C-H6** **analyzing the impact of transoceanic linking of all major regions of the world;** **(1, 2, 3, 4)** **H-1C-H7** **analyzing the political, cultural, and economic developments and trends that resulted in the transformation of major world regions;** **(1, 2, 3, 4)** **H-1C-H8** **explaining how the emergence of territorial empires in Europe, Asia, and Africa unified large areas politically, economically, and culturally;** **(1, 3, 4)** **H-1C-H9** **tracing the expansion of European power and economic influence in the world and examining the impact of this expansion on societies in Asia and the Americas;** **(1, 3, 4)**
ERA 7: **AN AGE OF REVOLUTIONS** **(1750-1914)**	**H-1C-M15** **determining and discussing the impact of the political, agricultural, and industrial revolutions on societies around the world;** **(1, 3, 4)** **H-1C-M16** **describing the transformation of world societies that occurred during an era of global trade and Western domination;** **(1, 3, 4)**	**H-1C-H10** **analyzing the impact that political revolutions and new idealogies had on societies around the world;** **(1, 2, 3, 4)** **H-1C-H11** **evaluating the economic, political, and social consequences of the agricultural and industrial revolutions on world societies;** **(1, 2, 3, 4)** **H-1C-H12** **analyzing the patterns of worldwide change that emerged during the era of Western military and economic domination;** **(1, 2, 3, 4)**

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ERAS	5-8	9-12
ERA 8: **A HALF-CENTURY OF CRISIS AND ACHIEVEMENT (1900-1945)**	**H-1C-M17** **identifying the causes and worldwide consequences of major 20th century conflicts;** **(1, 3, 4)**	**H-1C-H13** **analyzing the causes and international consequences of World War I, the rise and actions of totalitarian systems, World War II, and other early 20th century conflicts;** **(1, 2, 3, 4)**
ERA 9: **THE 20TH CENTURY SINCE 1945 (1945 TO THE PRESENT)**	**H-1C-M18** **identifying and discussing significant political, economic, social, cultural, and technological trends that have had an impact on the modern world.** **(1, 3, 4, 5)**	**H-1C-H14** **analyzing the international power shifts and the breakup of colonial empires that occurred in the years following World War II;** **(1, 2, 3, 4)** **H-1C-H15** **explaining the worldwide significance of major political, economic, social, cultural, and technological developments and trends.** **(1, 2, 3, 4, 5)**

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HISTORY: Time, Continuity, and Change

BENCHMARKS 5-8

D. LOUISIANA HISTORY

	5-8
H-1D-M1	describing the contributions of people, events, movements, and ideas that have been significant in the history of Louisiana; (1, 3, 4)
H-1D-M2	tracing the development of the various governments that have been established in Louisiana throughout history; (1, 3, 4, 5)
H-1D-M3	identifying and discussing the major conflicts in Louisiana's past; (1, 2, 3, 4)
H-1D-M4	locating and describing Louisiana's geographic features and examining their impact on people past and present; (1, 3, 4)
H-1D-M5	tracing the development and growth of Louisiana's economy throughout its history; (1, 3, 4)
H-1D-M6	examining folklore and describing how cultural elements have shaped our state and local heritage. (1, 3, 4)

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GLOSSARY

analyzing	Weighing or studying various factors in order to arrive at an answer, result, or solution.
applying	Using (a tool or a concept) for a practical purpose, for a particular purpose, or in a particular case.
benchmark	A broad statement of process and/or content that is used as a reference to develop curriculum and to assess student progress.
comparing	Examining the character or qualities of two or more persons, things, or concepts for the purpose of discovering similarities or differences.
constructing	Creating by organizing ideas or concepts logically, coherently, and meaningfully.
content area	A field of study or a branch of knowledge formally referred to as a subject area or discipline.
content standard	A description of what a student should know and be able to do through subject matter, knowledge, proficiencies, etc., gained as a result of his or her education.
culture	Customary beliefs, social forms, and material traits of a racial, religious, or social group.
defining	Discovering and setting forth the meaning or significance in context of a word, term, or concept.
describing	Representing orally or in writing the characteristics of a person, object, or concept, derived from personal observation or understanding.
determining	Coming to a decision as the result of investigation or reasoning.

developing	**Laying out in a clear, full, and explicit presentation the meaning, significance, or application of a basic thought or concept.**
differentiating	**Expressing the specific differences between or among two or more ideas, concepts, or objects.**
displaying	**Setting forth evidence of a concept in order to assist the transfer of knowledge or understanding.**
evaluating	**Examining an object, idea, or concept for the purpose of determining its worth, applicability, quality or significance within a specific context.**
explaining	**Presenting a subject or concept plainly and understandably, clear of unnecessary complexities or obscurities.**
focus	**A statement describing the importance of a content strand.**
formulating	**Placing ideas into a systematized statement or expression.**
foundation skills	**Processes that are common to all areas and levels of education and are intended to suggest methods and objectives of instructional strategies.**
global	**Of, relating to, or involving the entire world; worldwide.**
hypothesizing	**Adopting temporarily as true a proposition in order to establish its consequences and to test its agreement with facts which are known or which may be determined.**
identifying	**Associating a person, thought, or concept with a specific characteristic or requirement which determines its nature or character.**
interpreting	**Translating an idea or concept into intelligible or familiar language.**
locating	**Determining or indicating the place, time, or context in which a person, place, movement, or idea can be found.**

mental map	A map which represents the mental image a person has of an area, including knowledge of features and spatial relationships; also known as a cognitive map.
opportunity cost	The highest valued alternative that must be forgone because another economic option is chosen.
predicting	Declaring in advance the likelihood that an event will occur, or the consequence(s) of the occurrence of an action or event.
relating	Showing or establishing a logical or causal connection between or among two or more ideas, events, or occurrences.
spatial	Pertaining to space on Earth's surface; includes location, distance, direction, pattern, shape, and arrangement.
strands	Categories within particular content areas, which may vary from discipline to discipline. Because strands are interrelated, they should be integrated, rather than taught in isolation.
tracing	Following or studying in detail the historical development of a concept or movement.
using/utilizing	Putting an object, idea, or concept into service or action in order to accomplish a desired purpose.

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